



Policy:	Careers Education, Information, Advice and Guidance Policy
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Introduction

We are committed to providing training and education which meets of our customers (individuals and employers), enabling all to achieve their potential and address skills gaps. This policy outlines how we provide and monitor the quality of impartial careers education, information, advice and guidance (CEIAG) to our customers throughout their journey with us.

Our objectives:

- Providing clear and impartial CEIAG on all the available learning and development options open to learners and employers
- Ensuring employers and learners are given the information to enable well-informed choices
- Providing CEIAG appropriate to individual needs based on career pathways and starting points.
- Providing appropriate and timely CEIAG on the next steps available and further progression routes at predefined points during the learner journey.
- Ensuring staff receive CPD on the delivery of CEIAG and careers guidance
- Continuously improving the service delivered by monitoring the quality and effectiveness of our service, through our Quality Strategy.
- Using the MATRIX standard as a benchmark for delivering CEIAG within the organisation

Implementation

We will implement this policy and meet our objectives by:

1. Providing clear and impartial CEIAG for all
2. Supporting our learners
3. Supporting our employers
4. Supporting our staff
5. Reviewing the quality of our CEIAG and programmes

1. Providing clear and impartial IAG for all

Developing materials, sharing and inspiring by:

- Producing a wide range of clear up to date materials hosted on our platforms including the website and eportfolio systems. Materials include course information leaflets, careers leaflets, learner handbooks and employer guidance.
- Providing positive media stories and sharing information through our external newsletters, social media channels, webinars and staff newsletters.
- Inspire others by sharing and celebrating the successes of our learners through our social media.
- Encouraging learners to attend activities on our enrichment programme **#BeTheChange**, which includes session on careers development.

2. Supporting learners

Focus on providing a positive, reassuring experience for all learners, which:

- Identifies starting points, namely skills gaps. Making good use of tools such as initial assessments and skills scans.
- Identifies and responds to potential barriers to learning, this includes learning difficulties or disabilities, and personal circumstances.
- Establishes personal learning goals and outcomes for each learner with links to their short and long-term career goals
- Developing with learners (and employers) a training plan or Individual Learning Plan to address the skills gaps.
- Provides a full and comprehensive induction to all programmes, including where a learner has progressed from one level to another.
- Systematically reviews learners' progress, by monitoring progress against qualifications, employer needs and personal learning goals.
- Promotes good progress and independent learning to foster an appetite to learn and develop.
- Provides learners with touchpoints and access to impartial careers guidance which includes the National Careers Service as well as sector professional bodies.

Careers touchpoints include:

- Pre programme – Skills Scan and Interview – taking into account prior learning and knowledge as well as learner and employer aspirations
 - On programme – support from the trainer as and when required
 - Progress Review – signposting and support to achieve career aspirations
 - Exit review – follow up on any additional careers support needs.
 - Spotlights – speaking to current and alumni learners to seek their views and provide a further opportunity for careers support and progression.
- Consistently informs learners through handbooks which outline expectations and also provide wider learning and raise awareness on contemporary issues to help them to **#BeTheBestYou**
 - Provides a range of learning opportunities, through **#BeTheChange** to learn about wider topics and meet other learners.
 - Enables informed choices by signposting to other sources of information.
 - Captures programme impact as part of exit reviews, which we use to share and promote success with other learners.
 - Uses learner feedback to help us continually improve our programmes.

2.1 Supporting learners with specific circumstances or EHCPs

Providing bespoke and tailored support to meet learners' needs, in addition to the careers touchpoints. Additional information in the Looked After Children and Care Leavers Policy). Examples of the support includes:

- Actively involving care leavers and their support workers in decisions and identifying support needs.
- Ensuring learners who are looked after children or care leavers receive any financial and care leaver support
- Engage with parents of learners aged 16-18 or up to 24, where an EHCP is in place to understand the support needs and priorities.
- Collaborate with local authorities and social services to ensure support is in place.
- Support employers with the permission of the apprentice in understanding support and longer-term progression needs.

3. Supporting our employers

Focus on high quality relationships built on integrity, by:

- Maintaining a high standard of customer care and professionalism; actively signposting employers where we are not able to meet their needs.
- Valuing all relationships, for larger employers we host a strategic employer group, which meets twice a year, informing our strategy. For smaller employers, a first point of engagement which identifies needs and signposting where appropriate,
- Communicating to employers through our newsletter – Advance
- Preparing line managers and mentors to support their apprentice. Inviting to managers and mentors to webinars at the start of the programme.
- Using employer feedback to shape our future and continually improve provision.

4. Supporting our staff

Investing and developing our staff to ensure an exemplary service, by:

- Encouraging our staff to continually update, remain industrially competent and fully trained.
- Hosting CPD opportunities, ensuring that staff update on CEIAG and teaching initiatives, as part of our monthly CPD.
- Standardising practice through monthly standardisation meetings to ensure application of best practice in teams and throughout the organisation.

5. Reviewing the quality of IAG and our programmes

It is important we review the quality of what we deliver to ensure that:

- CEIAG is impartial, high quality and supports the widening of participation in learning.
- Appropriate stepping on points and progression routes are available to learners and employers.
- Enabling learners from a wide range of backgrounds and abilities to achieve, promoting inclusion, and encouraging a diverse and representative work force and society.
- Our programmes meet the needs of the local area, making use of Labour Market Information and industry links, and addressing skills gaps.
- There is a continual and in-depth review of the quality and impact of our programmes. Our quality spotlights and additional audits ensure that all provision is scrutinised from a range of perspectives and covers the learner journey from start to finish.
- Our Self-Assessment process and continuous improvement plan accurately reflects the quality of our provision and has specific actions to address areas for improvement.
- The Matrix standard is the vehicle by which we align, improve and benchmark our CEIAG services on an annual basis.
- We make effective use of our Management Information Systems and KPIs to monitor information and learner data and provide assurance of learner progress.